



Alaska Alternate Assessment

2013

Quality Assurance Manual

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Quality Assurance Plan and Procedures, 2012-13

DRA Submits the Quality Assurance Manual to EED on an annual basis. The manual includes information regarding internal DRA quality assurance requirements, as well as maintaining test security and confidentiality when e-mailing and mailing test materials, passwords, student information; online system improvements; procedures and processes re: mentor assessments and admin privileges; and procedures for evaluating scoring protocols of Mentors in Training.

Overview

To ensure that the development and implementation of the Alaska Alternate Assessment is accurate and correct, three primary steps are employed:

1. Coordination among and between materials: DRA will produce accurate, clear, and consistent descriptions in all materials used in training, testing, and reporting. When changes are made in any one of the components, a team discussion will occur between EED and DRA about the implications of the change on all components of the training, testing, and reporting programs. To support this effort, DRA will develop a comprehensive resource guide, in the form of an Excel spreadsheet, which establishes all of the inter-relationships among and between all materials used in training, testing, and reporting.
2. Sole source distribution: The project coordinators manage the main products for delivery to EED. Those products are grouped into the following five categories:
 - Tests (Student materials and Scoring Protocols)
 - Training
 - Computer Support (training)
 - Technical documents
 - Reporting
3. Proofreading: Multiple iterative reviewer procedures have been instituted in which each document is reviewed internally within DRA. The following groups of individuals have been identified to serve in the review process:
 - **Test Development:** DRA Coordinator of Deliverables provides draft to DRA Document Manager/Help Desk. A minimum of two internal DRA staff members proofread the test documents. A professional proofreader is retained to review all test documents. Alaska Qualified Mentors or Qualified Assessors are contracted to administer the tests, proofread, and edit. The DRA Coordinator of Deliverables serves as the final proofreader.
 - **Training:** EED Program Manager provides draft agenda and PowerPoint, DRA Document Manager/Help Desk, DRA Coordinator of Process, and DRA Coordinator of Deliverables serve as proofreaders.
 - **Computer Support (training and data entry):** EED Program Manager and DRA Coordinator of Process reach consensus on changes to online training and secure test website system, DRA Programmer implements changes, DRA Document

Manager/Help Desk, DRA Coordinator of Process and DRA Coordinator of Deliverables serve as proofreaders/systems check reviewers.

- **Technical Documents:** DRA Document Manager/Help Desk authors the draft, Jerry Tindal reviews for accuracy, DRA Coordinator of Process and DRA Coordinator of Deliverables serves as proofreader.
 - **Reporting:** DRA Programmer implements changes to online reporting system and reports (primarily date changes), EED Program Manager, DRA Coordinator of Process, and DRA Coordinator of Deliverables serve as proofreaders.
 - **Edit documentation:** all edits to documents are tracked within DRA's Excel Edit Tracking process, including all edits performed during iterative, multiple-round reviews as well as dates and personnel responsible for implementing each modification. The Coordinator of Deliverables is responsible for ensuring that all edits are implemented as intended.
4. One final step to assure quality in all products is the use of a specific file naming convention for all documents so that no incorrect version is distributed; a master list of all files will be posted by DRA and updated as needed (at the very least monthly). This Document Tracking file will be stored on the Secure File Transfer site (filetrans.easycbm.com). Access to the Secure File Transfer site is restricted and password-protected.

Three-tiered Deliverable Development Process

DRA utilizes a three-tiered deliverable development process in our joint work with EED. This structure provides our teams with a process that generates robust products within reasonable timelines. It also establishes an accountability framework and sets joint expectations. To begin this process, EED must first establish what deliverables are needed. In most cases, given our long history of working together, these products are not new and simply need to be revised to reflect any changes pending in the coming test cycle. Updates of existing products will occur exclusively in Tier 2 and Tier 3. However, in some cases EED requests a new deliverable. All new deliverables will be processed through all three tiers of the development process. The deliverables are agreed to and a timeline is developed during our annual meeting in Juneau. Subsequently, we will follow the three-tiered development process outlined below in order to provide professional deliverables in a timely manner. Timelines may be mutually adapted, as needed, to address important contextual issues.

All deliverables that receive REA signatures are final and not subject to revision.

Tier 1: Deliverable Kernel

DRA provides the deliverable *kernel*, a “mock up” or, “first draft,” to EED at least three weeks in advance of the deliverable due date. This gives EED a chance to review the deliverable *kernel* and ensure that DRA’s concept of the deliverable is a match to EED’s deliverable concept. EED reviews the deliverable *kernel* within the next three business days and submits official Tier 1 edits and comments to DRA. A teleconference to discuss the Tier 1 edits and comments is effected at the next weekly audio conference to ensure clear communication.

Tier 2: Deliverable Draft

DRA uses the information gathered from the Tier 1 round of editing and discussion to make improvements to the deliverable *kernel* and prepare it for submission to EED as a deliverable *draft*. DRA will take up to four business days to complete this improvement process. The deliverable *draft* will be submitted to EED for final comment at least two weeks prior to the deliverable due date. EED reviews the deliverable *draft* within the next three business days and submits official Tier 2 edits and comments to DRA. A teleconference to discuss the Tier 2 edits and comments is effected at the next weekly audio conference to ensure clear communication.

Tier 2 edits and comments are considered final dispensation from EED and are not subject to revision.

Tier 3: Deliverable VF

DRA utilizes EED's final edits and comments from the *draft* version in Tier 2 to develop final versions of the deliverable (VF). DRA submits VF versions of the deliverable to EED for REA approval by the due date. In the event that EED rejects a deliverable, EED will explain the reason(s) why the deliverable does not meet specifications. A discussion about the specifications will occur; new specifications will not be entertained. If DRA did not meet established specifications, a timeline for meeting the specifications will be determined. EED reserves the right to reject VF products with errors. If EED requests changes that deviate from the project plan, EED will develop a contract amendment.

Style Guide

General Document Format and Style

Though DRA will attempt to adhere to APA expectations regarding formatting and style of print deliverables, DRA will adhere to client directive in matters involving format or style. This section is thus simply an elaboration of the elements of style that EED has elected to maintain in our work together. This table may be updated annually to reflect new discussions and new agreements. The style elements established here apply to all printed deliverables, including the technical report.

Style Element	Dispensation	Documentation
Cover Sheet	<ul style="list-style-type: none">EED logo left-justifiedDRA logo right-justifiedTitle: Cambria, Bold, 18-pt, Black, centered (titles must include year or date completed, as appropriate)	Ongoing practice
Headers (Technical report only)	<ul style="list-style-type: none">Section names - Cambria, 11-pt, Italicized, left-alignedPage numbers, Cambria, 11-pt, right-aligned, 'Page X' format	Ongoing practice
Footers	<ul style="list-style-type: none">Cambria, 11-pt, ItalicizedFilenamePage numbers, right -aligned, 'X' format	2011 Annual Meeting
Font	<ul style="list-style-type: none">Body: Cambria, 12-pt, normalDocument Headings: Calibri, Bold, 14-pt, blue, centeredSection Headings: Calibri, Bold, 14-pt, black, left justifiedSub-section Headings: Calibri, Bold, 12-pt, black, left-justified	Ongoing practice
Margins:	<ul style="list-style-type: none">Top: 1"Bottom: 1"Left: 1.25"Right: 1.25"Gutter: 0"Header: .49"Footer: .49"	Ongoing practice
Tables	<ul style="list-style-type: none">Left-justified or centeredTables within one section must have their columns aligned	Ongoing practice

Table of Contents	<ul style="list-style-type: none"> • Only required for documents of more than 20 pages • Formal Style, using font conventions elaborated above 	Ongoing practice
Appendices	Included with short narratives and assigned appendix number; correspond with appendix tables found within report bodies (e.g., <i>App_1_QualityAssureMan</i>)	Ongoing practice
Naming Conventions – Original Author	<ul style="list-style-type: none"> • Attach name. Use Capital Letters for beginning of each word, small letters for remainder of word. When possible try to abbreviate (usually by eliminating vowels). Example: <i>ATSurveyShipRec</i> • All filenames will begin with either Akaa_YYYY or DRA_YYYY. Use Akaa for all EED documents; use DRA for all internal documents. The YYYY is the test window year. Examples: <i>Akaa_2013_FileSpecs</i> & <i>DRA_2013_WorkPlan</i> are documents related to the 2012-2013 testing window. • Use underscores _ to establish filename spacing (not spaces). • Add _V1 for Version 1. Example: <i>ATSurveyShipRec_V1</i> 	Ongoing practice

<p>Naming Conventions – Version Control</p>	<ul style="list-style-type: none"> • When revising documents, use Track Changes. • When revising documents, add initials to document name if the process is between versions. Example: <i>ATSurveyShipRec_V1AF</i>. • Second reviewer also adds initials. The second reviewer will oftentimes be DRA's Coordinator of Process. Example: <i>ATSurveyShipRecV1AFKS</i>. • At this point, the document goes to DRA Coordinator of Deliverables for comments, revisions, and/or acceptance of changes. The DRA Coordinator of Deliverables adds the next version and eliminates reviewer's initials. Example: <i>ATSurveyShipRecV2</i>. • DRA's Coordinator of Deliverables sends the document to the reviewers if changes are made, and to DRA Document Manager/Help Desk for logging into the master Document Schedule and upload to the Secure Transfer Site. • Final editions of documents are named VF. When the VF version is assigned, DRA Coordinator of Process creates an REA and sends both to EED for acceptance. DRA Document Manager/Help Desk uploads the VF version to the Secure Transfer site and removes all previous versions from the site. 	<p>Ongoing practice</p>
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Document Sharing	<ul style="list-style-type: none"> • The latest version posted on the Secure Transfer site represents the most recent draft version of procedures until the final version (VF) is posted. • When the VF version is assigned, DRA Coordinator of Process creates an REA and sends both to EED for acceptance. DRA Document Manager/Help Desk uploads the VF version to the Secure Transfer site and removes all previous versions from the site. • The web address for the Secure Transfer site is (filetrans.easycbm.com). Access to the Secure File Transfer site is restricted and password protected. • DRA Document Manager/Help Desk updates weekly the Excel document <i>Files Sent to EED</i> that lists all important files with their respective file names. 	Ongoing practice
Assessor	Always capitalize (also don't use QA/QT as interchangeable)	Aran's comments on Math 3/4 ELOS items, 6-24-11; combined with proofreader review 7-5-11
AK HelpDesk	Always in this format	Dan review of 2011-12 QA Assurance Plan doc
Use of single apostrophe (')	' are for dashed letters, etc., and for words	Ongoing practice
Use of sounds (e.g., /d/)	Sounded out letters follow the format listed, with lower-case letters and forward slashes	Ongoing practice
Time	EED wants times listed in 8:00 PM format across documents	From All Mentor Form A test review, 10-26-11

Secure Test Booklet Formats and Style

All secure test materials are developed in InDesign and converted to PDF formats for secure online distribution. Tahoma is the font used for all secure test materials, with style conventions defined by each section. Secure test materials all contain the 'YYYY SECURE TEST' header. All secure test materials contain the 'ALASKA STATEWIDE ASSESSMENT PROGRAM | ALTERNATE ASSESSMENT – CONTENT AREA DOCUMENT NAME | MONTH – MONTH YYYY' footer format. Secure test materials have cover pages and include right-justified pagination in the footer. Secure test materials have a copyright page as page two that establishes EED's rights related to copying and distribution of the printed test documents.

Scoring Protocols

All scoring protocol documents have a cover page that includes the content area, grade band, appropriate document title, and year of administration. In addition, the cover page includes a demographics section where Assessors can record the Student Name, Student Grade, Alaska State Student ID, District Student ID (optional), District Name, School Name, Teacher Name, Qualified Assessor Name, and Date Test Completed. Page three of the scoring protocols includes a summary of tasks table (an index of the task numbers, titles, and page numbers for each section in the document), as well as a materials preparation guide that defines all preparatory steps that must be taken on a task level. Page four of each scoring protocol is the general test instructions page, providing guidance regarding accommodations and modifications that are specific to each content area, administration guidelines, and general scoring expectations. Specific tasks within the scoring protocols include the following header:

2012 SECURE TEST		Student Name: _____
TASK 1.34: NUMERATION - ADMINISTRATION		
Directions		
1.34A - Copy Numbers		

The task directions, including the prompt that is to be read to the student in bold print, are presented within text boxes. The boxes include all administration and scoring directions that are relevant to the task. The format of each task is represented below with a task from a mathematics practice test:

Directions				
<p>1.34C - Count</p> <p>Tell the student, “Count to 5.” If they cannot use expressive communication (speech, sign language, or communication device), cut out the first column (only numbers 1 through 5) of flashcards located in the student materials. Place the five flashcards directly in front of the student, in the order of: 2, 4, 3, 1, 5. Say, “Put these numbers in order as if you were counting to 5.” Record the student’s response in the scoring box.</p> <p>This item is scored for correct number sequencing where the student will receive one point for each sequence:</p> <p><i>Example:</i> $^1^2^3^4^5^$ = 6 points $^1-3^4^5-2$ = 3 points</p>				
1.34C - Count - Scoring				Notes
Item	Answer	Student Response	Points	
1	$^1^2^3^4^5^$		/6	





The scoring box is not always include with the task administration directions, as EED has determined that minimizing the number of pages that must be printed is a priority. DRA packages each task within the scoring protocol with the goal of decreasing the total number of pages.

Student Materials

The student materials documents have a cover page that includes the content area, grade band, and appropriate document title. Student materials include a right-justified 'Student Name: _____' section in the header for users to identify which materials go with which students. Each page includes a gray shaded banner with the task number and strand identified. The student materials that accompany each item within the scoring protocol identify the task and item numbers that they match as represented below:

2012 SECURE TEST	Student Name: _____
1.34: NUMERATION	
1.34B - First and Last	
Items 1-2	

All graphics are designed to be age-appropriate and accessible for students considering the principles of Universal Design. Graphic work is presented in simple black/white drawings to minimize visual complexity and promote access. An example from a mathematics practice test is provided below:

TASK 3.56: FUNCTIONS AND RELATIONSHIPS		
3.56: Reproduce Simple Patterns		
Item 1: Question		
<div style="border: 1px solid black; padding: 10px; text-align: center;"></div>		
Item 1: Responses		
		

Student Report Formats and Style

Unofficial Reports

Unofficial reports shall follow the style specifications that have been utilized in previous iterations. The first page of the report is a summary page of performance on a percentage correct basis in Reading, Writing, and Math. Science is reported separately, but within the same format and style constraints. Standard and ELOS results are reported, as appropriate.

Subsequent pages elaborate task-level performance on a percentage correct basis. All reports are printed in landscape format, with the following headers (including title, URL), Student name, District, Grade, Birthdate, School, SSID, District ID (if applicable), footers (including the left-justified page-numbering system, and date & time stamp). Summary pages format expectations are represented below:

Alaska Alternate Assessment - Unofficial Individual Student Report
https://ak.k12test.com/teachers/auth/reports/student_report.php?...

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
UNOFFICIAL STUDENT REPORT
2011 SPRING

This unofficial report details student performance by task. Scores are listed both as number correct / maximum possible and total percent correct. Tasks with no student score information are blank. For more information about these scores or testing procedures, please refer to the appropriate scoring protocol or training manual. This report is informational only and will be superseded by release of the official student report.

NAME : **Sample, Sally** DISTRICT : **DRA** GRADE : **8**
BIRTHDATE : **07/19/2001** SCHOOL : **DRA** STATE ID NUMBER : **2147483647**
DISTRICT ID NUMBER : **9999999999**

Summary Scores by Subject Area		
Subject Area	Standard Administration	ELOS Items
Reading	51%	NA*
Writing	56%	NA*
Mathematics	62%	NA*
Science	75%	NA*

Unofficial Report
1/31/2011
*Not Administered

1 of 4
1/31/2011 8:35 PM

As mentioned, subsequent pages elaborate task-level performance on a percentage correct basis. All reports are printed in landscape format, with the following headers (including title, URL), Student name, District, Grade, Birthdate, School, SSID, District ID (if applicable), footers (including the left-justified page-numbering system, and date & time stamp). The format expectations for task-level reporting is represented below:


Alaska Alternate Assessment - Unofficial Individual Student Report		https://ak.k12test.com/teachers/auth/reports/student_report.php?...	
NAME : Sample, Sally		GRADE : 8	
BIRTHDATE : 07/19/2001		DISTRICT : DRA	
		SCHOOL : DRA	
		STATE ID NUMBER : 2147483647	
		DISTRICT ID NUMBER : 9999999999	

Alternate Reading: Standard Administration		
Assessor Name : Sevrina Tindal	Date of Assessment : January 31, 2011	Teacher Name : Sevrina Tindal
1.78A - Read Words of Increasing Complexity		
5 / 8 = 63%	<div style="width: 63%; background-color: black;"></div>	63%
1.78B - Obtain Information		
4 / 7 = 57%	<div style="width: 57%; background-color: black;"></div>	57%
1.78C - Read Sentences		
7 / 19 = 37%	<div style="width: 37%; background-color: black;"></div>	37%
2.78A - Read Passages: Story 1, Hannah's Homework		
12 / 22 = 55%	<div style="width: 55%; background-color: black;"></div>	55%
2.78B - Read Passages: Story 2, Eating Lunch at the Cafeteria		
9 / 16 = 56%	<div style="width: 56%; background-color: black;"></div>	56%

Unofficial Report
1/31/2011

Official Reports

All sections of the official reports (A-I) are printed in landscape format: Section A includes the report title, Student name, District, Grade, Birthdate, School, SSID, District ID (if applicable); Section B includes the academic summary report with student's performance defined by the relevant performance level descriptors (PLDs) and cut scores; Section C explains how to interpret the charts listed in Sections D-I; Sections D-I provide a chart and graphic representation of the students performance in the content areas of Reading (Section D & E), Writing (Section F & G), and Mathematics (Sections H & I). Science is reported separately, but within the same format and style constraints. The official report template requirements are represented below:

		A		ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) ALTERNATE ASSESSMENT STUDENT REPORT 2011 SPRING			
NAME : Last Name, First Name Middle Name		DISTRICT : Alaska District		GRADE : 10			
BIRTHDATE: 99/99/9999		SCHOOL : Alaska Elementary School		STATE ID NUMBER : 9999999999			
				DISTRICT ID NUMBER : 99999999			

Your Student's Overall Performance				Your Student's Performance by Standard PERFORMANCE LEVELS AND PROBABLE SCORE RANGES				
B	Student's Score	Score Needed for Proficiency	Student's Proficiency Level					
	Reading	54	43 or above	Proficient				
	Writing	74	47 or above	Proficient				
	Mathematics	73	63 or above	Proficient				
*NT-Student Not Tested in this content area.								

C				D			
Interpretation of Chart This report provides a record of the student's test results on the Alternate Assessment in the content areas of Reading, Writing, and Mathematics. Proficiency Levels: For each subject, the graphic display of scores shows the possible student scores ranging from 0 to 100. Proficiency levels are noted below the score ranges: FB-Far Below Proficient, BP-Below Proficient, P-Proficient, A-Advanced. Student Skills Performance The content areas of Reading, Writing, and Mathematics are composed of different skills organized into strands. Strands are clusters of learning standards in the content area organized around a central idea or concept. The strand sub-scores are represented numerically in the Score Earned column. Score Possible and Score Earned are scaled scores in reading, writing, and mathematics. The graphic displays of student scores are represented by the diamond shapes. The line through the diamond represents the student's score range if the student took the test multiple times; given that all testing results in some variation, sometimes, the student might score a little lower and other times they might score a little higher. Expanded Levels of Support Expanded Levels of Support (ELOS) are test items designed to make the alternate assessment more accessible to students who score zero on a minimum number of required test items, and therefore, translate to far below proficient in performance. The ELOS scores are not scaled to the scores of the standard administration of the alternate assessment.				E			

F				G			
Writing Write Using a Variety of Forms Structures and Conventions of Writing Revise Expanded Levels of Support Tasks				G			

H				I			
Mathematics Numeration Estimation and Computation Functions and Relationships Statistics and Probability Measurement Geometry Expanded Levels of Support Tasks				I			

Educator Guide to Test Interpretation for the Alternate Assessment in RWM, Spring 2011							
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The PLDs for the relevant grade band are provided on page two of the official report (Section J). The format requirements for the PLD page is represented below:



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT
2011 SPRING**

J

PROFICIENCY LEVEL DESCRIPTORS - GRADES 9 AND 10

Proficiency Level	Reading	Writing	Mathematics	Score Ranges
Advanced	The student answers who, what, when, where, and why questions about a reading passage; uses strategies for decoding unfamiliar words and reads sentences with increasingly complex text; understands the difference between fact and opinion; and follows more complex written directions.	The student shows increasing complexity in sentence structure; consistently uses supporting details that are related to the topic; consistently organizes information about a topic in a variety of forms for different audiences and purposes that communicates a clear message; and corrects errors in spelling, capitalization (including proper nouns), end punctuation, and commas.	The student performs addition of multiple single-digit numbers; uses simple patterns to solve problems; determines the amount of money needed for a purchase; divides single-digit numbers by single-digit numbers; and identifies whole, one-half, one-quarter, one-third, and three-fourths.	<u>Reading</u> 57 or above <u>Writing</u> 82 or above <u>Mathematics</u> 81 or above
Proficient	The student answers who (main character), what (main idea, problem and solution), when and where (setting) questions about a reading passage; identifies the theme and makes predictions about a reading passage; summarizes text accurately in correct sequence; decodes unfamiliar words using knowledge of letter-sound relationships (phonics) and word structure (base word, prefix, suffix); and follows multi-step written directions to complete a task.	The student produces a variety of simple sentences that support a topic; communicates ideas for different audiences by using a variety of purposes that clearly communicates a message; uses simple editing strategies, such as checking for correct capitalization, punctuation and spelling.	The student performs double-digit addition and subtraction with regrouping; uses and applies basic units of measurement (e.g., time, measurement, temperature, distance, or volume); multiplies single-digit numbers by single-digit numbers; rounds numbers to the nearest ten; and identifies whole, one-half, one-quarter, and three-quarters.	<u>Reading</u> 43-56 <u>Writing</u> 47-81 <u>Mathematics</u> 63-80
Below Proficient	The student reads simple sentences of 2-3 words; answers one who, what, or where question about a passage read aloud; and follows 1- and 2-step written directions.	The student exhibits a limited or an unfocused idea that does not support a topic; communicates own ideas by using incomplete and complete sentences; and edits some errors in punctuation and capitalization.	The student reads and writes two-digit numbers; identifies size (bigger and smaller); reads a simple graph; identifies properties of basic geometric shapes (triangle, circle, and square); finds and supplies the missing element in a repeating pattern; and sorts coins by their value.	<u>Reading</u> 22-42 <u>Writing</u> 24-46 <u>Mathematics</u> 24-62
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	<u>Reading</u> 21 or below <u>Writing</u> 23 or below <u>Mathematics</u> 23 or below

Educator Guide to Test Interpretation for the Alternate Assessment in RWM, Spring 2011

File Specifications Formats and Style

The file specifications document includes information regarding EL0S (that it is not scored as part of AYP), and definitions of zero, rounding, science AYP score calculation, and additional fields. The tables list all reference numbers, field names, descriptions of the field names, possible values for the field, and notes relevant to each field. The header includes the relevant title. The footer includes the filename, as well as the page numbering system. The format for the file specifications tables is represented below:

Alaska Alternate Assessment Adequate Yearly Progress (AYP) File Specifications 2011-2012

ELOS Scores: All eligible students taking the assessment first tested in the std version of the AK AA. There are no ELOS scores in this file.

Zero: A numerical value of zero in either of the score fields (<subject>_raw or <subject>_calc) indicates a completed test administration where the student did not achieve any points.

Rounding: All calculated values will be rounded to the nearest integer value. Calculations that are summations of other calculated values (such as rw_calc) will be computed using the rounded values.

Science AYP Score Computation: Calculated values not needed to compute science AYP scores. Scores computed directly from field s_raw.

Additional Fields: Fields appended after reference number 40 (s_ayp) are not defined. These fields carry notes and other data used for file verification.

Ref. No.	Field Name	Description	Values	Notes
1	stu_fname	Student First Name	1-20 characters	
2	stu_mname	Student Middle Name	0-20 characters	
3	stu_lname	Student Last Name	1-30 characters	
4	stu_sufix	Student Name Suffix	0-10 characters	
5	stu_aksid	Student Alaska State ID	1-10 digits	
6	stu_distid	Student District ID	0-10 characters	
7	stu_grade	Student Grade of Enrollment	1-2 numeric characters	
8	stu_dob	Student Date of Birth	MM/DD/YYYY	
9	stu_dist	Student District of Enrollment	1-2 Numeric Digits Corresponding to District Name	

AKAA_2011-2012_AYP_AKEED_File Specs_V1.xlsx : AYP File Specs

Page 1 of 5

Directory of Test Specifications Format and Style

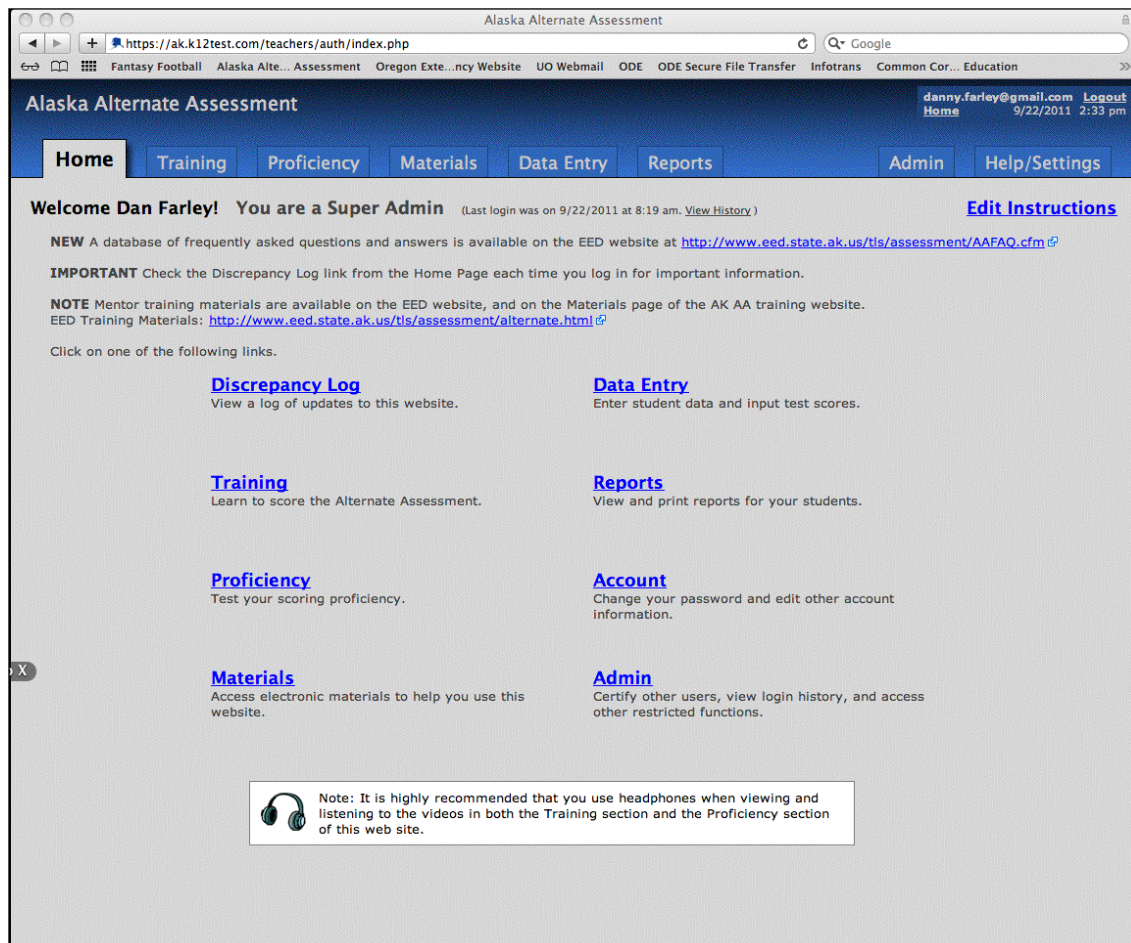
The Directory of Test Specifications (DOTS) includes a Rules and Keys tab that elaborates all column labels used within the spreadsheet, as well as the rules and comments related to each label. Each content area commands its own DOTS, with each tab within the respective DOTS dedicated to grade band/level and ELOS (in addition to the Rules and Keys tab). The DOTS utilized for annual review include the grade, subject, unique item identifier, strand name for the strand the item is aligned to, the maximum score points for each item, the task number associated with each item, the item number for the item, and the variable name assigned to each item. The DOTS also capture ExGLE alignment information, item descriptions, item DOK/alignment/bias information, historical item functioning data, and historical item location information. This information is used for technical analysis.

Website Format and Style

DRA maintains a website to support training, online distribution, and data entry for the AKAA, ak.k12test.com. The website is constructed to be user-friendly and is also reviewed for accuracy and completeness through our quality assurance procedures. The website, per the request of EED, will maintain the current format throughout our contract.

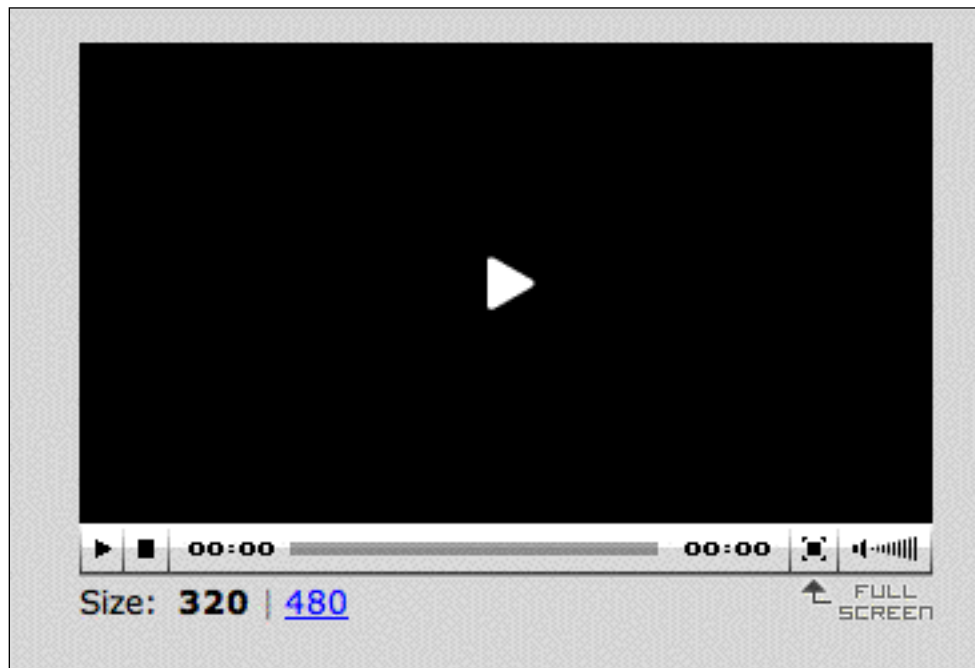
Text

All text entered onto the website must proceed through the rigorous QA procedures outlined above for documents in order to ensure accuracy, completeness, and self-consistency. In terms of overall format, DRA will maintain the current footprint, conveyed with the screenshot below:



Users can access all website functionality directly from the Home page, or through the tabs at the top of the page. There are seven tabs for most users, Home, Training, Proficiency, Materials, Data Entry, Reports, and Help/Settings. Administrative users can also use the Admin tab. DRA will ensure that no more than nine tabs are utilized at the top of the page in order to avoid overcrowding. The general specifications below define the format for the ak.k12test.com website.

- Background: blue top and gray body
- Website Section Links: **Verdana bold, underlined**, Blue, 12-point
- Section Headings: All-capital letters, left-aligned, **Verdana bold**, black, 12-point
- Titles: **Verdana bold**, Black, 12-point, left-aligned
- Links: **Verdana underlined**, Blue, 12-point font
- Video: posted in 320 and 480 formats; user has the capability of scrolling through the portions of the website that correspond to the video without having to navigate to a separate screen. User can play, pause, stop, advance through each video. Volume can be controlled through the video. Videos have full screen option, as well.



- Text: Verdana, Black, 12-point

There are formatting concerns that are specific to each page of the ak.k12test.com website that are elaborated below, in the order they appear on the site from left to right (Home, Training, Proficiency, Materials, Data Entry, Reports, Help/Settings)

Home

The home page contains a greeting with the user's name, the user's level of access/title, the record of the last time that the user logged onto the website and some introductory text that typically includes improvements or changes that EED wants to emphasize for specific groups of users. Please see the screenshot on the previous page for reference.

Training

The training page is now divided into two sections, one which elaborates all of the components that Assessors-in-Training (AITs) need to review and master (Full Training), and the other which establishes the components that a returning Qualified Assessor (QA) or Qualified Mentor (QT) need to complete (Refresher). QAs and QTs who do not maintain their status must review all components except for the practice tests and take all proficiency assessments (e.g., when a QA takes a year off in which they do not refresh their proficiency status). The following are format expectations for the Training page:

- SECTION list structure proceeds from UPDATES, to CALENDAR, to ADMINISTRATION, to TRAINING (RWMS)
- Page headings are bold, Black, left-aligned
- Section headings are bold, Black, columnar
- SECTION ENTRIES are all-capitals, Dark Gray font, columnar
- Sub-section headings are bold, Black, indented, columnar
- Green checkmarks are used to track which areas have been reviewed by the user, also arranged in columns

The screenshot shows a web browser window titled "Alternate Assessment Training" with the URL "https://ak.k12test.com/teachers/auth/training/". The page is for the "Alaska Alternate Assessment" and is logged in as "danny.farley@gmail.com" on "9/22/2011 2:54 pm". The navigation menu includes "Home", "Training" (selected), "Proficiency", "Materials", "Data Entry", and "Reports". Below the menu, there are links for "Edit Instructions", "Admin", and "Help/Settings".

The main content area is titled "Training" and includes a note: "The system tracks progress by adding a green check mark in the Status column as training sections are completed. This green check mark will not appear until you select the 'Mark this area complete' box after completing training for the specific task."

Content Area	Full Training	Refresher
■ UPDATES	✓	✓
■ CALENDAR of Important Dates	✓	✓
■ ADMINISTRATION	✓	
■ Navigating Through the Training Site	✓	
■ Glossary	✓	
■ Overview of the Alaska Alternate Assessment	✓	
■ Legal Requirements	✓	
■ Which Students?	✓	
■ Guidance for IEP teams	✓	✓
■ Alternate Achievement Standards	✓	
■ Qualified Assessor and Qualified Mentor-Trainer	✓	

Proficiency

The Proficiency page includes the Administration, Reading, Math, Writing, Science assessments that all AITs and non-returning QAs/QTs must pass and the Refresher proficiency tests that returning QAs/QTs must pass. Each area has two possible attempts for those who are unsuccessful on the first attempt. If a user is not successful after two attempts, they must contact their QT to ask for their proficiency test status to be reset. The following are format expectations for the Proficiency page:

- Page headings are bold, Black, left-aligned
- Column headings are bold, Black, columnar
- Sub-section headings are bold, Black, columnar
- Assessment links are underlined, Blue, columnar

Alaska Alternate Assessment danny.farley@gmail.com Logout
Home 9/23/2011 12:15 pm

Home Training **Proficiency** Materials Data Entry Reports Admin Help/Settings

Proficiency Tests

Below is the proficiency refresher for Returning QAs and QMs. You must pass this test with a score of at least 80% to retain your status of QA or QM. If you do not pass on your first attempt, there is a second set of questions available. However, if you do not pass a second time, you will need to contact your QM and have them "reset" the test for you.

Proficiency		
Proficiency Tests	Attempts	Status
Take Refresher Proficiency Test	0 Attempts	Refresher Video Transcripts

Admins can View All Tests

Administration	Attempt 1	Attempt 2
Reading	Attempt 1	Attempt 2
Math	Attempt 1	Attempt 2
Writing	Attempt 1	Attempt 2
Science	Attempt 1	Attempt 2
Refresher	Attempt 1	Attempt 2

Materials

The Materials page includes all practice tests, support documents, and training materials. The following are format expectations for the Proficiency page:

- Page and column headings are bold, Black, left-aligned
- Section headings are bold, Black, with Dark Gray Background box
- Materials links are underlined, Blue (versions are all numbered for tracking)
- All practice test and support documents are posted in PDF format (training materials are typically provided in PDF and compatible Word formats to allow for ease of use for QTs)

Alaska Alternate Assessment danny.farley@gmail.com Logout
Home 9/23/2011 12:24 pm

Home Training Proficiency **Materials** Data Entry Reports Admin Help/Settings

Materials to Download [Edit Instructions](#)

To access a document, click on the title. Documents can take up to several minutes to download depending on your network connection.

Practice Test materials

AKAA2012_AA_PracticeTest_MaterialPreparationGuide_V2.pdf	9/20/2011	28.95 KB
AKAA2012_ELOSMath_PracticeTest_ScoringProtocol_V3.pdf	9/20/2011	768.14 KB
AKAA2012_ELOSMath_PracticeTest_StudentMaterials_V3.pdf	9/20/2011	673.06 KB
AKAA2012_ELOSReading_PracticeTest_ScoringProtocol_V3.pdf	9/20/2011	725.21 KB
AKAA2012_ELOSReading_PracticeTest_StudentMaterials_V3.pdf	9/20/2011	742.77 KB
AKAA2012_Math_PracticeTest_ScoringProtocol_V4.pdf	9/20/2011	2.64 MB
AKAA2012_Math_PracticeTest_StudentMaterials_V3.pdf	9/20/2011	5.54 MB
AKAA2012_Reading_PracticeTest_ScoringProtocol_V4.pdf	9/20/2011	2.34 MB
AKAA2012_Reading_PracticeTest_StudentMaterials_V3.pdf	9/20/2011	4.4 MB
AKAA2012_Science_PracticeTest_ScoringProtocol_V3.pdf	9/20/2011	2.72 MB
AKAA2012_Science_PracticeTest_StudentMaterials_V3.pdf	9/20/2011	3.68 MB
AKAA2012_Writing_PracticeTest_ScoringProtocol_V3.pdf	9/20/2011	1.62 MB
AKAA2012_Writing_PracticeTest_StudentMaterials_V3.pdf	9/20/2011	1012.68 KB

Support Documents

2012WritingScoringManual_VF.pdf	9/9/2011	284.12 KB
AK AA Writing Scoring Reliability Study.pdf	10/24/2010	196.87 KB
AKAA_2011-2012 Braille-LP Order Form-VF-2.doc	9/11/2011	33.5 KB
AKAA_Website_Rpt_Guidance.pdf	1/27/2011	440.21 KB

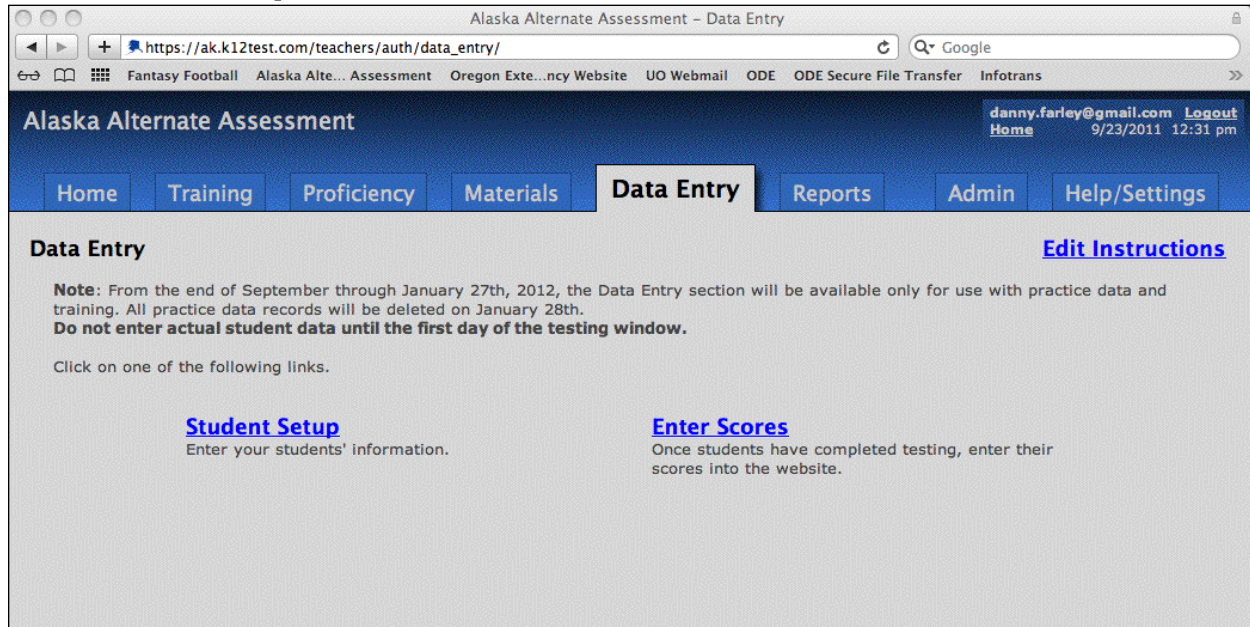
Training Materials

2011-2012_ProtegeReviewChecklist.pdf	9/14/2011	196.64 KB
2012WritingNewMentorMini_lesson_VF.pdf	9/13/2011	1.34 MB

Data Entry

The Data Entry page includes a section for entering student demographic information and for entering scores. The following are format expectations for the Data Entry page:

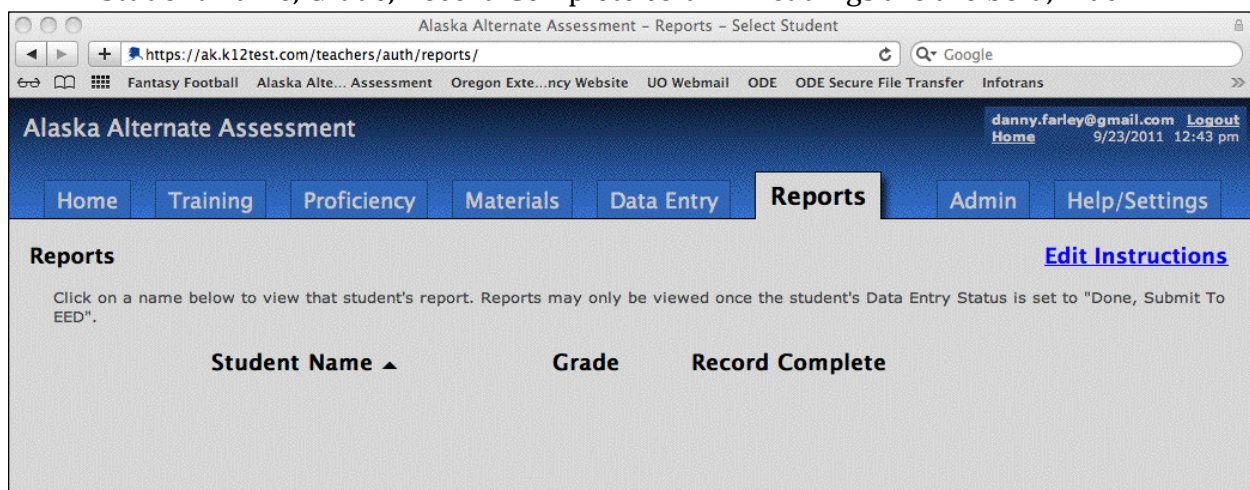
- Page headings are bold, Black, left-aligned
- Student Setup and Enter Scores links are bold, underlined, Blue



Reports

The Reports page generates unofficial student reports for students whose Data Entry Status is set to "Done, Submit to EED." The following are format expectations for the Reports page:

- Page headings are bold, Black, left-aligned
- Student Name, Grade, Record Complete column headings are are bold, Black



Help/Settings

The Help/Settings page includes contact information for the DRA HelpDesk, a link to the EED alternate assessment website, a link to an EED FAQs document, and a section where the user can update his/her account information. The following are format expectations for the Help/Settings page:

- Section headings are bold, Black, left-aligned
- Sub-sections are bold, Black, all capitals, indented
- E-mail address for the HelpDesk, links, and the Certificate of AKA Training Status are underlined, Blue

Updating Your Alternate Assessment Account

https://ak.k12test.com/teachers/auth/account.php

Alaska Alternate Assessment

danny.farley@gmail.com Logout
Home 9/23/2011 12:42 pm

Home Training Proficiency Materials Data Entry Reports Admin Help/Settings

Contact Information [Edit Instructions](#)

HELPDESK
Sevrina Tindal
Dillard Research Associates Helpdesk
32534 Dillard Rd
Eugene, OR 97405

Tel: 1-800-838-3163
Fax: 815-717-9683
sevrina@dillardresearchassociates.com

WEBSITE
The Alaska Department of Education and Early Development maintains a comprehensive website related to the Alternate Assessment at:
<http://www.eed.state.ak.us/tls/assessment/alternate.html>

FAQs
A database of frequently asked questions and answers is available on the EED website at
<http://www.eed.state.ak.us/tls/assessment/AAFAQ.cfm>

Your Alternate Assessment Account

Here you can change any of the information associated with your account, except your email address. You must enter your current password for any changes to take affect.

You may also print your [Certificate of AK AA Training Status](#).

Account Information

Current Password:
*Required when updating information

Email: [danny.farley@gmail.com](#) [\[Update\]](#)

New Password:

Retype Password:
*Only if you want to change your password

Deliverables Review and Editing Procedures

Review and Edit Online Training and Testing Materials

The first step in the review and editing of Scoring Protocols and Student Materials is to ensure that content is correct, and crosswalk the items to the ExGLEs and other planning materials (Directory of Test Specifications, spreadsheets of item review and revision). DRA review for consistency between Scoring Protocol, Student Materials, and Training Materials takes place after the content is approved.

Incorporate into editing protocols below:

- Headers are consistent
- Footers are consistent
- Titles are consistent
- Top of all pages reads “YYYY Secure Test” (e.g., 2012)
- Always refers to scoring as “scoring box”
- First four pages is consistent

Scoring Protocol and Student Materials QA Checklist

Scoring Protocol and Student Materials Checklist	Completed (Initials)
Document: _____ Date: _____	
Formatting is consistent	
Words/Numbers in Scoring Protocol match Student Materials	
Consistency between headers	
Consistency between footers	
Consistency between dates and titles	
Consistency across all subjects (RWMS)	
Task Titles are consistent on SP and SM	
Language is consistent across all subjects (RWMS)	
Scoring Points and totals match	
Spelling/Grammar is error free	
Content Review across in all subjects (RWMS)	

Review and Edit of Web-based Training System

During direct teacher training, a staff member of DRA will be present with teachers as they use the web site to field questions and note problems. These problems are logged into the final report. The programmer monitors the server in two ways: (a) receiving an email that

problems are present (through a program written into the server) and (b) weekly contact with the site. He monitors the bandwidth at the following address:
http://bandwidth.simpli.biz/graph.php?local_graph_id=1221&rra_id=all. An external review of the Online Scoring/Reporting and Online Student Report systems will be conducted. Prior to making the online system available to the field for training, EED must review and approve the materials and system.

Review and Edit Training and Website Checklist

Training and Website Checklist	Completed (Initials)
Section Reviewed: _____ Date: _____	
Task Names match names in Scoring Protocol in all subjects	
Overview section is completed and correct for each task across all subjects	
Administering section is consistent with training manuals across all subjects	
Scoring section is consistent with training manuals across all subjects	
Proficiency training is accurate	
Able to access/download all materials	
Practice Test is consistent with web training	

Review and Edit Scoring Protocols and Web-based Data Entry System Checklist

Directions Checklist	Completed (Initials)
Section Reviewed: _____ Date: _____	
Spelling errors in directions	
Directions match the scoring boxes	
Headers for each direction match the corresponding header for the scoring boxes	
Points in directions match points in the corresponding scoring box	
Directions clearly explain how to administer the task	
General Formatting (boxes line up, consistent look etc.)	
All fonts and sizes are consistent	
Scoring Check List	
Page headings are correct	
Administration code is on top of scoring page	
All administration codes across all tasks are the same	
General Formatting (boxes line up, consistent look etc.)	
Headers on scoring box list task first and the word "scoring" second	
All points add up correctly	
Total points should be labeled as "Total Points" and are formatted the same	
All fonts and sizes are consistent	

Review and Edit Student Materials Checklist

Student Materials Checklist	Completed (Initials)
Section Reviewed: _____ Date: _____	
Page headings are correct	
Administration code is on top of student materials page	
All administration codes across all tasks are the same	
General Formatting (boxes line up, consistent look etc.)	
Student prompt (question) matches Scoring Protocol directions and scoring table	
Captions to pictures match Scoring Protocol directions and scoring table	
Pictures are uniformly clear and distinct	
Pictures/items reflect Content and Bias review, and Deaf and Blind reviews.	
All fonts and sizes are consistent	

Review and Edit Data Entry Website Checklist

Data Entry Website Checklist	Completed
<i>NOTE: Student scores are automatically transferred from the data entry site to DRA Programmer for calculations related to AYP and for inclusion in Individual Student Reports.</i>	
Items match directly from hardcopy scoring protocol to online data entry site.	
Point totals on website match directly to point totals for each specific content, grade level, task and item.	
Drop-down menu boxes appear appropriately	
Open-ended response boxes permit text entry	
Back and forward buttons work appropriately	

Communications

An FAQs document has been created for answering questions from the field. An internal database provides receipt of any mailings from mentors or teachers. All DRA HelpDesk communications are recorded and archived for review with recommended changes to the system for the following year. This document will be provided to EED by the last work day of April.

Frequently Asked Questions

Each week, DRA HelpDesk will report on any questions or concerns that have sufficient bearing to be posted (e.g. are questions that may be important for all Assessors). These questions or concerns may come directly from teachers, EED, or DRA. They will be assembled into a spreadsheet and coded by topic.

Pressing issues will be discussed with EED and DRA. Changes will be made as necessary. By the last work day of April, the spreadsheet will be sent to EED and DRA team members and important questions will be added to the FAQs, which is then posted to the EED website.

Data Analysis

Ensuring Complete Testing and Results Submission

Prior to the close of the testing windows, several steps are taken to ensure all students are tested, and all test results are entered and submitted through the secure test site.

- a. **8 days prior** to the window closing an email from Aran Felix, EED Program Manager, EED will be sent to all Qualified Trainers and Qualified Mentors:

Alaska Alternate Assessment Test Score Input Due Date

Good afternoon,

Please remember that the Alaska Alternate Assessment Testing Window will close at midnight, (DATE). All Alternate Assessments must be completed, scores entered into the AK AA website, and "Record Complete" options chosen for each student. Please also remove (delete) any fictional students you entered as you trained on the system. Only actual students' scores should be submitted.

Thank you,

- b. **7 days prior and 1 day prior** to the window closing an email from EED Program Manager, EED will be sent to all Assessors whose data profile indicates that students had been tested but scores had not been submitted:

ALERT! You need to select RECORD COMPLETE to finalize your student's data entry of test scores
Hello:
The Problem: We have analyzed the test score submission data, and you have not completed entry of the Alaska Alternate Assessment test scores for one or more of your students. You must select **RECORD COMPLETE in order for your student's test scores to count.**
The Fix: Go to: <http://ak.k12test.com/> and log in. Select the DATA ENTRY tab, select ENTER SCORES.

As you input test scores in each content area, remember to click the "Submit Scores" button at the bottom of each testing page (below the ELOS sections).
When you have entered and submitted scores for all required content areas for a student, please choose "Record Complete" on the ENTER SCORES page.
"Record Complete" is the second choice (below "Still entering data") on the drop-down box in the Data Entry Status column.
Do this by midnight on Month, DD, YYYY (e.g., April 14, 2012) as the Alternate Assessment website will close at that time.
It is vital that all students are tested, and that after all your hard work, your student's scores are counted!
Thank you,

- c. **2 days prior and through the day of** the window closing, EED and DRA staff will telephone all Assessors who still do not have all of their students' data input on the system.

Ensuring Clean (AYP) Data Files Between DRA and EED

Three individuals review data files: (a) the programmer during data collection, (b) the statistician in setting up the files, and (c) a statistics technician in completing first pass analyses. Individual fields are reviewed for outlying values using basic minimum-maximum statistical analyses.

Before the AYP file is sent to EED, edit checks are run by DRA to confirm the following:

- a. The data are being reported out in the format defined in the file specs. File specs are updated annually with changes and updates noted in a preamble Revision section.
- b. The grades being used in the scoring process are those in the Grade Confirmation file sent from EED.

- c. Proficiency levels are correct based upon cut scores, following the rounding rules.
- d. Grade and DOB ranges are appropriate. A calculation column is inserted with a formula to determine age in years and months for each student. The table is then sorted by grade level and then by age calculation. Students whose age is significantly different (either much younger or much older) than the typical child in the grade are flagged for follow up with the assessor to verify the student's grade of enrollment.

Maintaining Test Security and Confidentiality

Server Security

Access to the test materials are password-protected and limited to Alaska professionals who have obtained a Qualified Assessor or higher status. Key personnel in EED and at DRA also have access to the secure server.

The degree of access to tools and information within the secure AK AA server is determined by the user's status:

- Assessors in training (AITs) have access only to the training and proficiency testing system;
- Qualified Assessors (QAs) have greater access, including those of the AITs and the ability to enter student demographic information, download testing materials, enter student test scores, and print student unofficial reports;
- Qualified Trainers/Mentors (QTs) have all of the above access rights, and additional access to reports and data related to the QAs, their protégés, and AITs in the QT's district or under the QT's training supervision.

Secure Transfer Protocols

Secured data, especially data containing FERPA-protected information related to students, will be transferred between DRA and EED through use of the Secure Transfer Server.

E-mail Security

DRA and EED are investigating systems of encrypting and password protecting emails. See Appendix 2.

Until a secure e-mail system can be identified and implemented, no two pieces of FERPA-protected information will be included in an email regarding a student or students. For instance, an email would not contain the student's last name and State ID number. Instead, a student may be referred to by teacher or case manager name and last name.

Documents that contain FERPA protected information, including student enrollment lists or test score lists, will be transferred to the Secure File Server or password-protected prior to emailing to the recipient.

Postal Mailing Materials to the Field

Secure materials such as score reports, testing materials, large print or Brailled materials, mailed to districts will be mailed in a secure envelope, addressed to the District Testing Coordinator by name, and marked with “CONFIDENTIAL: Secure Testing Materials Enclosed” or “CONFIDENTIAL: Secure Student Testing Results Enclosed.” The District Testing Coordinator will deliver the materials to their intended recipient. The materials will be mailed in a manner that permits package tracking.